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ABSTRACT

Targeted toward young people aged 12 through 18, this handbook contains ideas for educational activities, suggestions for special events, a brief overview of the constitutional development period in U.S. history, and an outline of the Constitution. Excerpts from a few of the secondary materials developed for the Bicentennial of the U.S. Constitution are used to suggest how several major generalizations about the Constitution can be conveyed to young people. These basic ideas are to teach: (1) the intrinsic values embedded in the Constitution; (2) the unique historical role it has played in providing both a philosophical ideal and a model for the states and other countries; (3) the language and structure of the document; (4) the role of each branch of government; (5) what rights and responsibilities to which an individual is entitled under the Constitution; (6) the impact of the Constitution on the development of the United States through the years; and (7) the importance of the Constitution in current times and its influence on people's lives today. A list of useful resources for teaching this subject is included as well as a directory of law-related education leaders and resources within various states. (JB)

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Celebrating Our Constitutional Heritage with Young People

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Werner Wolff, Black Star

Independence Hall, where the Declaration of Independence and the Constitution of the United States were adopted, stands in Independence National Historical Park in downtown Philadelphia.

This handbook is prepared as a part of the Youth Bicentennial Initiative of the American Bar Association's Special Committee on Youth Education for Citizenship (YEFC). It is one of several publications under this Initiative designed to promote interest and education in the United States Constitution. We hope that the publications and the programs of the Youth Bicentennial Initiative will leave a lasting legacy that will contribute to the improvement of citizenship education throughout the country.

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Special Committee on Youth Education for Citizenship

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Students of Lincoln Park High School, Chicago, Illinois, appear in photographs in this book. World Book, Inc., supplied other photographs.

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Developed by Minna S. Novick

Celebrating Our Constitutional Heritage with Young People is the second of two American Bar Association handbooks of activities and resources. This handbook is targeted toward young people ages twelve through eighteen; the first was for younger children. Both are intended for use in communities and schools. Community youth leaders should find the ideas useful in helping young people explore their constitutional heritage. In schools these handbooks will help courses of study and enrich extracurricular activities.

In this handbook you will find ideas for educational activities, suggestions for special events, a brief overview of the Constitutional period in United States history, and an outline of the Constitution. Additionally, there is a listing of resources that can enhance and extend your activities with young people.

As we began this project, we asked ourselves, "What are the key understandings that young people need to have about the Constitution of the United States?" We concluded that they need to know:

- some of the intrinsic values embedded in the Constitution,
- the unique historical role it has played in providing both a philosophical ideal and a model for the states and other countries,
- the language and structure of the document,
- the role of each branch of government,
- what rights and responsibilities an individual has under the Constitution,
- the impact of the Constitution on America's development through the years, and
- the importance of the Constitution in our time and its influence on our lives today.

To suggest how these understandings may be conveyed to young people, we have taken excerpts from a few of the many excellent secondary materials developed for the bicentennial. Obviously, with this wealth of resources, we could provide examples from only a few sources. Many others are referred to in the resources section of this publication (pages 15-18), and many others can be found through the law-related education projects listed on pages 19-21. We thank those who have given us permission to reprint their work, and all those who are working to make the Constitution's bicentennial an event of significance.

We hope that we have helped you in this important task.

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It's My Life

Here is an introductory lesson to use at all levels. It relates the Constitution to a student's experience and will help translate the language of an 18th Century document into understandable terms.

"It's My Life" is an activity that has been used by lawyers in many Minnesota classrooms. This strategy was written by Jennifer Bloom, a lawyer and director of the Minnesota Center for Community Legal Action at Hamline University School of Law in St. Paul, Minnesota. It was first published in *Update on Law-Related Education* (Winter, 1987), a magazine published by the American Bar Association.

At what times do life's changes naturally happen? What are these changes? Where does government intervene? Is this intervention fair? What are the governmental reasons for intervention? Are these good reasons? Where does government receive the authority to do this? What would happen if government didn't intervene?

The Constitution spells out possible governmental action that has been deemed necessary for the preservation of basic American values: justice, fairness, equality, freedom, etc. However, most students believe that only lawyers and judges concern themselves with the Constitution. This activity is an attempt to relate the Constitution and state and federal action to the lives of all students in the classroom.

Objectives

1. Introduce governmental regulation of individual activities.

2. Consider the authority for governmental action: state and federal constitutions.

3. Consider the rationale for governmental action.

4. Compare individual rights with the public good.

5. Compare natural occurrence of life's events with the times of governmental action. (For example, the inability to continue working with mandatory retirement.)

This activity will take one class period (more if students are to analyze Constitution, Bill of Rights, etc.); it should be done as a general discussion with the entire class.

Procedure

1. Draw a long line on the blackboard. At one end write birth, at the other write death.

2. Instruct the students to brainstorm various events in their lives. Enter these events in chronological order at the top of the line. (Examples are learn to walk and talk, go to school, retire.)

3. Underneath the line, enter the various ways in which law has intervened in the life events. (For example, the law says children cannot get married before age 16.) Compare intervention with non-intervention. (For example, age at which a girl can become a mother.) Consider the reasons for intervention: public policy, possibility of successful intervention.

4. Discuss the impact of technology on life events (birth, death, child bearing) and the frequent failure of law to keep pace with technology. (For example, invitro fertilization, life sustaining measures.)

5. Consider life without governmental intervention.

Questions to ask:

a. Does law unnecessarily interfere with the right to live one's life as one chooses?
b. Does law protect some people's rights (minority rights to equal employment)?
c. When does the public need and welfare override individual rights?

6. Discuss the "right to pursue happiness" as stated in the Declaration of Independence. Look over the life line, identify the times when the government interferes with one's pursuit of happiness. What does happiness mean? What did the signers of the Declaration of Independence mean by the word? Has the meaning changed over 200 years?

7. Look at the Constitution. Find sections that give government authority for its actions. Discuss the historical development of the public's need and governmental response. (For example, students realize that when they begin working they find they are paying income taxes. Discuss with them the development of taxes.)

8. Considering technological developments and legal trends, brainstorm the picture of a life line in the year 2187.

a. What new laws might be necessary.
b. Will governmental intervention be more or less?
c. What individual rights might be in jeopardy?
d. What individual rights might receive more protection?

9. Discuss possible citizen action that can help ensure a "happy" life line in the future.

Permission has been granted from *Update on Law-Related Education*, a publication of the Special Committee on Youth Education for Citizenship, to use "It's My Life." This strategy is printed in the Winter, 1987, issue. See resource listing in this book for more information on *Update*.

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The Great Compromise

Here is supplementary teaching material on one of the major debates at the Constitutional Convention – representation in Congress. It is taken from *The Constitution: Evolution of a Government*, a unit using primary documents to teach about important constitutional issues in American history. Facsimiles of 34 complete documents are supplied in this unit prepared by the National Archives. The learning activities that follow are based on one of them. Here we rely on a transcription of the original document.

Note to the Teacher

On May 25, 1787, "one of the greatest sessions of wise men in the history of the world" began in Philadelphia's Independence Hall. The assembled delegates were in unanimous agreement in choosing George Washington as President of the Constitutional Convention, but in controversy about everything else. Fierce debate raged between large and small state delegations and between northern and southern state delegations.

The Great Compromise, devised by a committee of 11 moderates and introduced by Roger Sherman of Connecticut, resolved a major conflict over representation in Congress. The committee recommended that in the lower house each state be apportioned representatives according to population, that a census be taken every ten years, that bills for raising or appropriating money originate in the lower house, and that each state have an equal vote in the upper house.

This and other compromises were necessary to establish a constitution for all the people. Many disputes – including the counting of slaves, the structure of the executive, and the control of commerce – were settled through compromise.

Because of the delegates' pledge to secrecy, only a list of motions and the official votes were kept on record. The entry known as the Great Compromise was logged in July 16, 1787, in William Jackson's formal Journal of the Federal Convention and is included with this exercise.

Objectives

To recognize the importance of the concept and reality of compromise in the democratic process.

To realize the significance of the "one man, one vote" rule in a republican form of government.

To examine and compare historically conflicting views.

To practice debating skills.

Prodcedure 1: One class period, for students with good or average reading skills who can complete assignments independently or with minimal assistance from teacher.

Procedure 2: Two class periods, for students with average or limited reading skills who can complete assignments with general or close supervision and direction.

Materials Needed

Worksheet

U.S. history or government textbook

Transcription of the document

(Note: in *The Constitution: Evolution of Government* a facsimile of the original document is supplied. Here we use the transcription.)

Procedure 1

1. Assign for homework the reading of textbook sections dealing with the Virginia Plan and the New Jersey Plan. Students should list for comparison the features of each plan.

2. Distribute copies of the original document to the students if available. Ask several students to read the document aloud, or use the transcription as the text.

3. Distribute the worksheet and ask the students to answer the questions using the transcribed document for reference.

or

Distribute graph paper to students. Ask the students to construct a bar graph to illustrate voting power of each state in the House as listed in the document. (Usually ¼ inch graph paper using two squares per vote is a good format.) Ask the students to separate the southern "slave" states from the northern "free" states. Discuss the differences in voting power in both houses.

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Procedure 2

1. Assign as homework the reading of textbook sections dealing with the Virginia Plan and the New Jersey Plan. Students should list the features of each plan in their notes.

2. Divide the class into four groups:
(a) Debating Group: (3-5 students) Students are to make an in-depth study of the issues related to the above plans and prepare a debate on the issues. One student should act as a moderator, with one or two students arguing the pro side and one or two the con side of this issue, "Resolved: The New Jersey Plan for legislative structure is the best plan to strengthen the United States." At the conclusion of the argument, the audience should be asked to vote their agreement or disagreement to the resolution.
(b) Law Group: (3-5 students) Ask the students of this group to read and outline the appropriate sections of their textbooks for the above plans. They should also read and outline the section that deals with the "one man, one vote" principle. If possible, their report should include a brief case study for four historical Supreme Court cases: *Colgrove v. Green* (1946), *Baker v. Carr* (1962), *Wesberry v. Sanders* (1964), and *Reynolds v. Simms* (1964).

Members of the group should make oral reports to the class to explain:

1. The principle of "one man, one vote"
2. How the principle relates to the Virginia Plan and the New Jersey Plan
3. The reasons why the representation in the U.S. Senate challenges the principle
4. Why the courts cannot apply the principle to the U.S. Senate

(c) Compromise Group: (2-3 students) Ask the members of this group to examine the other issues of major conflict; e.g., the "three-fifths compromise," the selection of the chief executive, and the slave trade issue. Oral reports should be prepared and presented to the class.

(d) Voting Power Group: (2-3 students) Direct these students in the making of a bar graph based on the document.

- vertical axis represents the size of the vote
- horizontal axis has each state represented with a separate bar
- slave states and non-slave states are represented in different colors

(The group report will be made after completion of step 3.)

3. After the debate and the reports from the Law and Compromise Groups have been made, distribute copies of the document to the students (if available). Ask a student to read aloud. Have other students verify the oral reading of the document or transcription.

4. The Voting Power Group should display and explain their graph. They should be able to illustrate the significance of block voting (a) large state v. small state and (b) slave state v. nonslave state.

5. Ask the students to summarize orally or in writing (a) the importance of these compromises, (b) the general importance of compromise in a democratic society, and (c) the possible situation(s) when compromise should not be accepted in the legislative process.

The Great Compromise Worksheet

Directions: Answer the following questions from the information in the document or transcription.

1. What was the total number of members in the original House of Representatives (". . . the first Branch")? _____

2. Which state had the largest delegation? _____

Which state had the smallest? _____

_____

3. What was the main factor that would change the appropriation of the number of representatives? _____

Name other factors that would affect the number of representatives. _____

4. What government function would also be concerned with population?

_____

5. In which house would bills for raising money originate? _____

6. How many votes did each state have in the Senate (". . . the Second Branch")? _____

7. If a vote were taken on a question dealing with a trade issue, what would be the result if the states voted:

a. Slave state v. nonslave state? _____
b. Large state v. small state? _____

8. Which five of the large states could control the House if they always agreed on the issues? _____

9. If the above states conspired to control the House, what could the other states do to oppose that power? _____

10. When was the first census to be taken? _____

_____

Permission has been granted to reprint this material from *The Constitution: Evolution of a Government* by the National Archives. This unit is available from SIRS, Inc. See the resource listing in this book for information on how to obtain it.

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Journal of the Federal Convention Monday, July 16, 1787

The question being taken on the whole of the report from the grand Committee as amended it passed in the affirmative and is as follows, namely,

Resolved — That in the original formation of the Legislature of the United States the first Branch hereof shall consist of sixty five members of which number

New Hampshire shall send	Three	Delaware	One
Massachusetts	Eight	Maryland	Six
Rhode Island	One	Virginia	Ten
Connecticut	Five	North Carolina	Five
New York	Six	South Carolina	Five
New Jersey	Four	Georgia	Three
Pennsylvania	Eight		

But as the present situation of the states may probably alter in the number of their inhabitants, the legislature of the United States shall be authorized from time to time to apportion the number of representatives: and in case any of the States shall hereafter be divided, or enlarged by addition of territory, or any two or more States united, or any new States created within the limits of the United States the Legislature of the United States shall possess authority to regulate the number of representatives: and in any of the foregoing cases upon the principle of their number of inhabitants according to the provisions hereafter mentioned, namely,

Provided always that representation ought to be proportioned according to the direct Taxation, and in order to ascertain the alteration in the direct Taxation, which may be required from time to time by the changes in the relative circumstances of the States. Resolved that a Census be taken within six years from the first meeting of the Legislature of the United States, and once within the term of every ten years afterwards of all the inhabitants of the United States in the manner and according to the ratio recommended by Congress in their resolution of April 18, 1783 — and that the Legislature of the United States shall proportion the direct Taxation accordingly. Resolved That all Bills for raising or appropriating money; and for fixing the salaries of the Officers of the Government of the United States Shall originate in the First Branch of the Legislature of the United States, and shall not be altered or amended by the Second Branch — and that no money shall be drawn from the Public Treasure but in pursuance of appropriations to be orginated by the First Branch.

Resolved That in the Second Branch of the Legislature of the United States each State shall have an equal vote.

It was moved and seconded to agree to the first clause of the sixth resolution reported from the committee of the whole House namely

That the national Legislature ought to possess the legislative rights vested in Congress by the confederation which passes unanimously in the affirmative

It was moved and seconded to commit the second clause of the sixth resolution reported from the Committee of the whole House which passed in the negative and then the House adjourned till tomorrow at 11 o'clock A.M.

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Separation of Powers and Checks and Balances

The following material focuses on the structure of government devised by the delegates to the Constitutional Convention. The first section is taken from *Lessons on the Constitution* by John J. Patrick and Richard C. Remy. This supplementary book of 60 lessons for secondary schools is published by Project '87, a joint effort of the American Historical Association and the American Political Science Association.

The founders were not very optimistic about their fellow citizens. They believed that people, if left unchecked, would seek power and try to dominate each other. Ben Franklin spoke for most of the founders when he said, "There are two passions which have a powerful influence on the affairs of men: the love of power and the love of money." Alexander Hamilton said much the same thing: "Men love power."

Given this view of human nature, the founders faced a dilemma. How could they design a government run by the people and yet prevent abuses of power by the same government as individuals sought to gain power, wealth, or glory at each others' expense?

James Madison summed up the problem nicely: "In framing a government, which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself."

The founders built two principles into the Constitution to deal with this dilemma:

1. a separation of powers among three branches of government.
2. a system of checks and balances.

These two principles are related but distinct. They are not the same. How does each principle work? What combined influence do these two constitutional principles exert?

Separation of Powers

Through the separation of powers, the Constitution distributes powers of national government among three independent branches of government: the legislative, the executive, and the judicial. The founders believed that creating separate branches of government would help limit the powers of the national government and prevent tyranny.

How is power separated among the three branches? The legislative branch (Congress) has power, under the Constitution, to make laws. The executive branch, headed by the President, executes or carries out laws. The Constitution established the Supreme Court to head the judicial branch, which interprets and applies the law in federal court cases.

How is the separation of powers achieved? The Constitution separates the branches of the national government in three ways.

1. In their source of authority.
2. In how officials in each branch are chosen.
3. In how people in each branch hold office.

Source of Authority

Each branch of the national government derives its authority directly from the Constitution, not from one of the other branches. Thus, in our system the President's power does not come from Congress or the courts; it comes directly from the Constitution. This means no branch can take away the powers of any other branch.

Apply Your Knowledge

The Constitution is the source of authority for each branch of government. Which Article of the Constitution creates
the executive branch? _____
the legislative branch? _____
the judicial branch? _____

Selection of Officials

Top officials in each branch of the national government reach office by different procedures. This is a second way in which each of the three branches are kept separate.

The people across the nation elect the President indirectly through the electoral college system.

The people in each state or district directly elect their congressional representative.

Justices of the Supreme Court and other federal judges are an exception. The President appoints them with the approval of the Senate. However, once appointed, they may serve for life. They can be removed only by the impeachment process. In our nearly 200-year history, only four judges have lost office this way. Lifetime tenure helps keep judges independent of the other two branches, and from the electorate.

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Different selection procedures give government officials political independence.

Holding Office

Finally, the three branches are kept separate by having officials of each branch hold office independently of the other branches for a special period of time.

Thus, Senators serve six-year terms and Representatives two-year terms. The President cannot dissolve Congress or remove Senators or Representatives from office.

The President is elected for a four-year term and can be removed by Congress only through the long, difficult process of trial and conviction. However, one President, Richard M. Nixon, resigned the office to avoid impeachment. Federal judges serve for life unless impeached.

We take this feature of our national government for granted. Yet our system differs from other types of government. Many nations use the parliamentary system of government. In a parliamentary system, there are three branches of government, but the legislative branch is supreme. The executive branch, usually called the Cabinet and headed by a Prime Minister, stays in power only so long as it retains the confidence of the legislature.

Japan has a parliamentary system. The Japanese Constitution states that "the Prime Minister shall be designated from among the members of the **Diet** [Parliament] by a resolution of the **Diet**." The Constitution also says that, "If the House of Representatives passes a non-confidence resolution, or rejects a confidence resolution, the Cabinet shall resign."

Checks and Balances

The founders established three branches of government in the Constitution. They ensured that the offices of each branch would be kept separate by (1) the source of their authority, (2) the process of their selection, and (3) the terms of their holding office.

The founders also created a system of checks and balances. This granted each branch of the national government powers to "check" or "balance" the actions of the others. Under the checks and balances, each branch plays some role in the actions of the others. One scholar said this system is "as elaborate and delicate as a spider's web." Here are some examples:

- The Senate must approve most of the people the President nominates for top jobs in government.
- The Constitution gives the President power to recommend legislation and new programs to Congress.
- The President can veto bills passed by Congress, but Congress can override a Presidential veto with two thirds majority votes in each chamber.
- The Supreme Court can hear court cases which challenge laws passed by Congress or actions taken by the President and can declare those laws unconstitutional.

Conclusion — Shared Powers

In combination, the principles of separation of powers and of checks and balances promote a government of separated institutions (executive, legislative, judicial) that share power. Thus, each separate branch of the national government has some influence over the actions of the others. No branch can do its job without some cooperation from the others.

Some people have criticized this arrangement. They argue it creates confusion, causes delays, and contributes to a lack of direction in American government. Presidents have often complained that separation of powers and checks and balances make it difficult to accomplish things. President Lyndon Johnson, for example, once warned that, "Divided government creates the natural climate for standstill government."

Defenders of the system admit that it can sometimes be inefficient. They argue, however, that inefficiency is the price that must be paid to safeguard against potential abuse of the powers of government. They agree with James Madison that "ambition must be made to counter ambition" by giving each separate branch some authority to oversee the activities of the other branches.

Study diagram 1 and answer these questions.

a. Which branch confirms the President's appointments?

_____

_____

b. How can the judicial branch check the actions of the legislative branch?

_____

_____

_____

_____

c. How can the legislative branch check the actions of the judicial branch?

_____

_____

_____

_____

d. How can the executive branch influence the judicial branch?

_____

_____

_____

Permission has been given by Project '87 to reprint portions of *Lessons on the Constitution*. This book is available from the Social Science Education Consortium. See the resource listing in this book for more information on this book.

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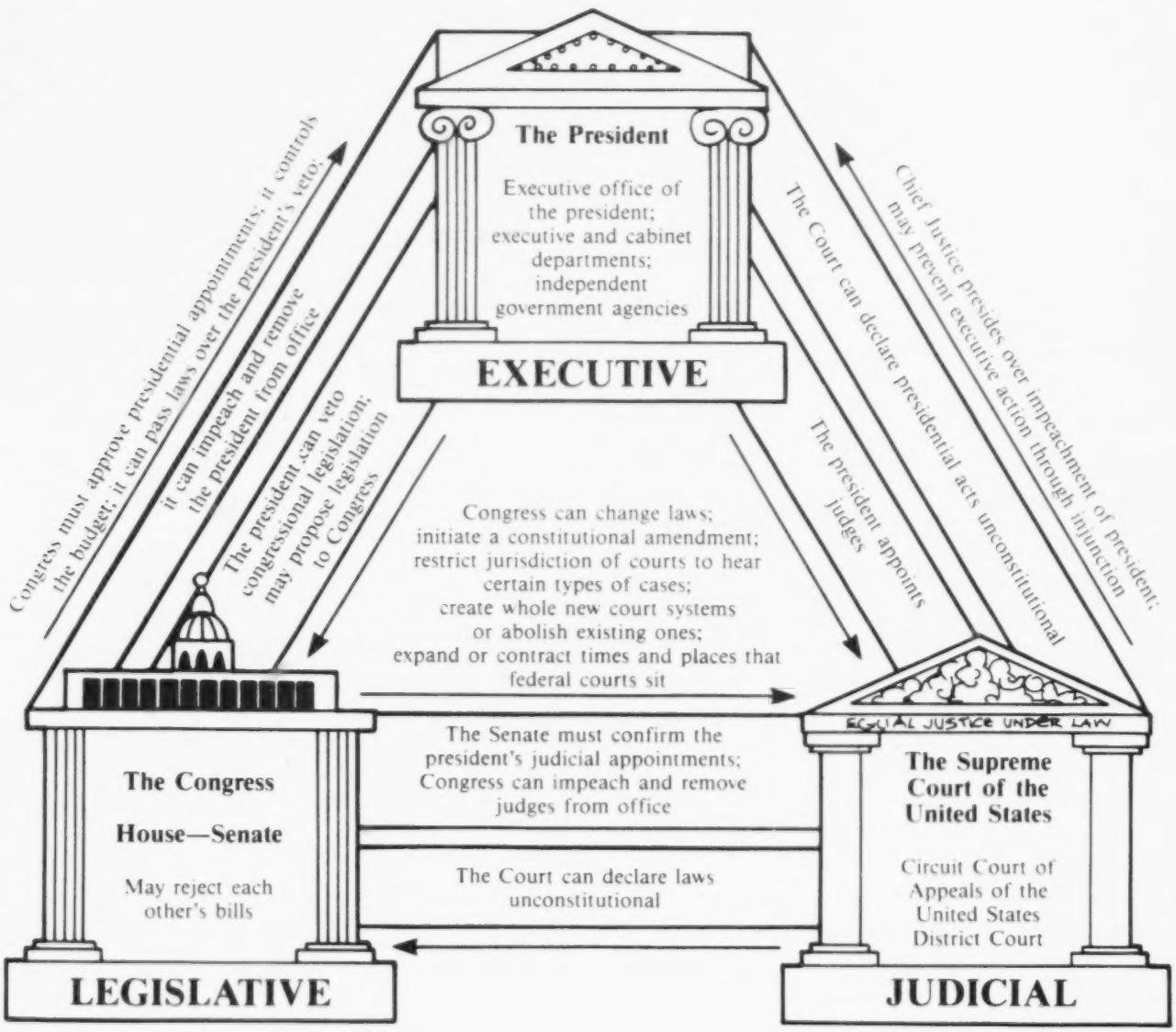
Separation of Powers and Checks and Balances


The President
Executive office of the president; executive and cabinet departments; independent government agencies
EXECUTIVE
Congress must approve presidential appointments; it controls the budget; it can pass laws over the president's veto; it can impeach and remove the president from office
The president can veto congressional legislation; may propose legislation to Congress
The Court can declare presidential acts unconstitutional
Chief Justice presides over impeachment of president; may prevent executive action through injunction
The president appoints judges
Congress can change laws; initiate a constitutional amendment; restrict jurisdiction of courts to hear certain types of cases; create whole new court systems or abolish existing ones; expand or contract times and places that federal courts sit
The Senate must confirm the president's judicial appointments; Congress can impeach and remove judges from office
The Court can declare laws unconstitutional
EQUAL JUSTICE UNDER LAW
The Congress
House—Senate
May reject each other's bills
LEGISLATIVE
The Supreme Court of the United States
Circuit Court of Appeals of the United States District Court
JUDICIAL

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Claim Your Powers

This motivating game has students interpret Articles I, II, and III of the U.S. Constitution to understand the allocation of powers among the three branches of government. The lesson helps students understand the interaction between the three branches according to the principle of checks and balances and separation of powers.

Procedure

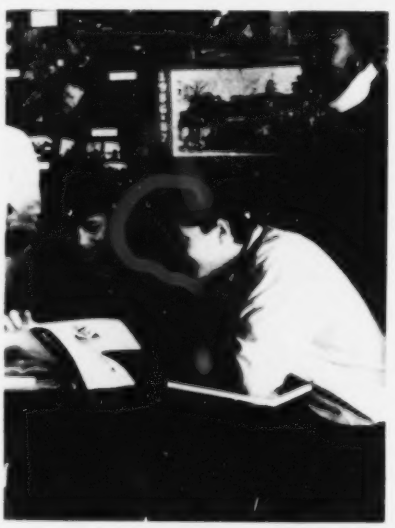
As a preliminary to the main activity, divide the students into three groups, each representing one of the three branches of government. (If the class is larger, two groups may represent each branch.) Give the following instructions: The legislative branch should examine paragraphs 4, 5, and 6 of Section 3 and Section 7 and 8 of Article I, discussing the powers of Congress to be certain that everyone understands each grant of power. The executive branch should examine Sections 2, 3, and 4 of Article II and discuss the powers of the executive. The judiciary should examine Article III to determine the duties and powers of its branch. Each branch may find a statement of power belonging to another branch contained in its article. If so, this information should be shared with the other branch of government.

Provide each group with a large sheet of butcher paper, marking pens, and a copy of the United States Constitution (preferably an annotated version). Instruct each group to list (in the students' own words) the powers granted by the Constitution to its branch of government. Post these around the room and discuss the lists to share information and to check on the accuracy of each list. If it is more convenient, ditto masters could be used and copies run off for each student.

For the "Claim Your Powers" activity, divide the class again into the same three groups. Provide each group with two signs: "Claim" and "Do Not Claim." Each branch will also need the list of its powers developed in the earlier activity.

Establish the purpose of the activity by explaining that the exercise is intended to review and reinforce the student's knowledge of the first three articles of the Constitution. Tell the class that in this activity they will be acting as a branch of government and that it is their responsibility to maintain the powers granted to them in Articles I, II, or III of the Constitution.

Tell the class that you will read a series of situations, each involving a power of one or more branches of the government. In some instances, a branch will have the sole power; in others, the power may be shared. After each situation is read, each group will have one minute to discuss the situation and decide if the power described belongs to its branch and to find the part of the Constitution justifying that decision. At the end of the minute, the leader will say the word "vote" and each group must hold up a card, either "Claim" or "Do Not Claim." Every group must vote on each situation. Each group will then explain its reasons for its decision, and the teacher and students representing the other two branches will rule on the accuracy of the choice.



Explain that scoring will be as follows:

a. Two points will be given for correctly claiming and justifying the claim of power.

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b. One point will be given for correctly voting not to claim a power.

c. A zero will be given to a group incorrectly claiming or not claiming a power.

Assure the students that the activity will not be graded; rather, it will help both the teacher and students to measure students' understanding of the concept of separation of powers as outlined in the Constitution.

Conclude the activity with a cooperative evaluation of the students' knowledge and understanding of the concept and a decision to review or proceed to another concept.

Situations

(These may be read aloud or written on index cards and distributed to each group):

a. A bill is to be considered requiring automobile manufacturers to install seat belts in all new cars.

b. A case is being appealed from the Texas Supreme Court.

c. The United States needs an ambassador to Argentina.

d. There is a vacancy on the Supreme Court and a new justice must be appointed.

e. The United States has decided to recognize the new Republic of Xanadu.

f. The state of Arizona is suing California over water rights.

g. The army wants more money for tanks.

h. A law recently passed by the state of Louisiana has been challenged as being unconstitutional.

i. Ralph Z. has been charged with a federal crime of transporting stolen automobiles from Texas to Oklahoma.

j. Impeachment proceedings have been brought against the president.

k. A bill is being vetoed.

l. A State of the Union message is being prepared.

m. An ambassador from a foreign country has been arrested.

n. A law is declared null and void.

o. War is declared on Transylvania.

p. A federal income tax rebate is being considered.

q. A treaty with a foreign country to import oil is being negotiated.

r. A case has arisen over a collision between a U.S. naval vessel and a privately-owned freighter.

s. There is a dispute over land between two Indian tribes who claim the land was given to each of them under separate treaties.

Bonus Points

i. Give the executive branch three bonus points if it claims this power and gives as its reason the power to enforce laws. (The FBI would probably arrest Ralph Z.)

j. Give the judicial branch three bonus points if it claims this power and gives as its reason that the Chief Justice presides during the trial.

Note: There are other possible bonus-point situations. If students suggest other reasonable claims to a power, award points accordingly. Since this might throw off the equal sums for each branch (30 possible for each as currently written and scored), the groups could be told that the winner will be the group which comes closest to its total possible points.

Scoring Sheet

	Branch					
	Judicial		Executive		Legislative	
	C	NC	C	NC	C	NC
a		1	2		2	
b	2			1		1
c		1	2		2	
d		1	2		2	
e		1	2			1
f	2			1		1
g		1	2		2	
h	2			1		1
i	2			1		1
j		1		1	2	
k		1	2			1
l		1	2			1
m	2			1		1
n	2			1		1
o		1		1	2	
p		1		1	2	
q		1	2		2	
r	2			1		1
s	2			1		1

This classroom activity is taken from the teacher's guide to *The Constitution — Creation, Growth, and Change*, which was created by Law in a Changing Society and published by the Law Focused Education Project of the State Bar of Texas. See the resource listing in this book for information on this material.

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Focus on the Constitution

Through the past two hundred years the Constitution has served as the basis for government. It has influenced the lives of Americans and created institutions based on principles of freedom and democracy.

The Setting

The Constitution provides a focal point for a school, group, and/or community-wide commemoration of the basic values in American society. The purpose of these efforts is to create a sense of community that captures the spirit of our participatory form of government.

Activities

1. Write the mayor/governor to request the declaration of a "Constitution Month."

2. Identify a theme/topic for "Constitution Month." Below are a few possibilities that can provide a base for activities that allow a broad-based audience to learn about the Constitution through a variety of participatory activities.

Why a Constitution?

How Does a Vote Count?

Speaking Your Mind in America

Equality Under Our Constitution

How the Founders' Ideas Touch Us Today

3. Publish a weekly column in the local/school newspaper or organization newsletter that highlights a constitutional issue/topic or reflects the "Constitution Month" theme.

4. Distribute weekly bulletins, flyers, or handbills on:

rights and responsibilities found in the Constitution;
quick sketches of the men who went to the Convention from each state.

5. Create a poster for display in public buildings detailing community plans for commemorating the Constitution.

6. Develop a poster or picture exhibit on the Constitution in the library, entrance hall, or cafeteria. (e.g., Poster exhibit: "Blessings of Liberty," available from Project '87)

7. Conduct an in-service session for school/district staff and others working with youth focusing on the Constitution, with an interesting film and information on teaching strategies.

8. Have a special Constitution book fair and library exhibit featuring materials on the bicentennial. Offer posters, biographies, history books, and stories that will make the period come alive. (Some useful materials for these activities are listed in the resource section.)

9. Have the librarian prepare a Constitution exhibit of history books, biographies, stories, poetry, picture books, and music relating to the Constitution.

10. Develop a "Historymobile" exhibit to take to schools, libraries, parks, and other public places in your town, city or country. (Sometimes the library district operates a bookmobile that can be adapted to teach about the Constitution for a week or month.)

- Choose a theme that will show the meaning of the Constitution. (e.g., Why the Constitution Was Written, Who Makes Our Laws?, How Does Our Constitution Change?)
- Fit the "Historymobile" with replicas of the Constitution and other documents.
- Display books, posters, dioramas, and large drawings of life in the 1780's.
- Plan to have an interactive game, worksheet, and/or brochure that highlights the theme and explains the display.
- Ask students to be guides to explain the "Historymobile" to other students or to the public.

11. Hold a constitutional convention where rules are drawn up using procedures similar to those outlined in the first two experiences in this book. Provide an opportunity for young people to vote to "ratify" the constitution.

12. Display a large copy of the group's constitution in a prominent place. Link the rules in it to pictures showing the rules used correctly. (The young people can make drawings and sign them or you can use photographs of the young people in action.)

13. Get the local newspaper to print your group's writing on the Constitution. Ask the editor to publish a special column or supplement for young people on the Constitution.

14. Enter a float in the local parades on holidays depicting the Constitutional Convention or a constitutional theme. Show a facsimile of the Constitution, a quill pen, and have young people impersonate some of the famous people of the time like Martha and George Washington, Benjamin Franklin, and James Madison.

15. Hold a *Constitution Day* at the local community center, library, or park. (Scout troops, historical societies, and other groups can help to organize this event.)

- Organize a parade or fashion show where young people dress up to portray delegates to the Convention, their wives, and people of the times. Have members of the group read selections from the diaries of people like Madison, Benjamin Franklin, and Abigail Adams.
- Have an art show that day focusing on historical pictures, cartoons on constitutional issues, and pictures about what the Constitution means today.
- Show a few short and interesting films continuously on people and events relating to the Constitution.

16. Have your group make a large collage or mural about the Constitution to hang in city hall, in the library, or another prominent place in town. The art work could depict the signing of the Constitution, freedoms that it provides, or people participating in government.

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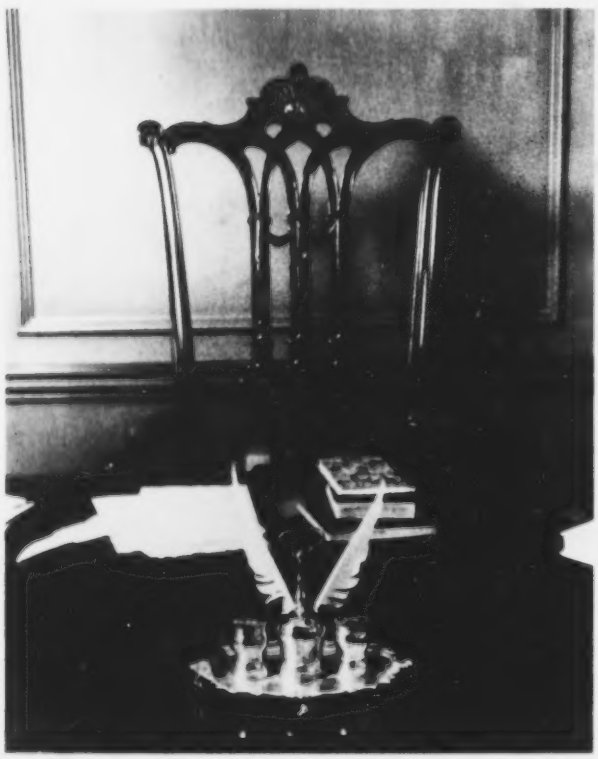
Before the Constitutional Convention Met

Our Constitution calls for a Congress representing the people of a free nation. Yet even before we were a nation, the First Continental Congress gathered in Philadelphia, in 1774, to ask for certain rights from Britain. This colonial Congress wrote a bill of rights protesting the "Intolerable Acts" passed by Parliament. The delegates demanded "life, liberty, and property" and stated the right to govern themselves free of the English Parliament, subject only to the King's veto except in foreign trade matters.

The Second Continental Congress met in May, 1775, after the fighting had begun at Lexington and Concord. From then on the ties to Britain were quickly broken. The idea of independence took hold. By the time the colonies signed the Declaration of Independence in July, 1776, many were already drafting their own state constitutions. Rhode Island and Connecticut continued to live by their colonial charters. These colonial charters and state constitutions became models for the new U.S. Constitution.

Each of these state constitutions contained a bill of rights and most called for a two-house legislature. Each set up a system of state courts.

James Madison



George Washington's chair in Independence Hall, Constitutional Convention 1787.

The Articles of Confederation

The new nation needed some governing body to coordinate the war and to promote cooperation among the thirteen new governments. By July, 1777, the Continental Congress had drafted a written working agreement. When the Articles of Confederation were finally ratified in March, 1781, they allowed for a loose alliance of states. There was a one-house Congress presided over by a President. Each state had one vote. There was no judiciary and no executive branch. This Congress was empowered to:

> make war and peace, send and receive ambassadors; enter into treaties and alliances; coin money (as were the states); regulate Indian affairs; and establish a post office.

For the next few years the states struggled to live by the Articles of Confederation, but distances between states were great, communication was very limited in those days, and border conflicts grew in many places. Cooperation was strained as each of the thirteen turned attention to its own needs and problems.

The Articles of Confederation were very weak, since they declared only certain powers, and Congress could not easily pass more. Amendments had to be passed by nine votes in Congress, then ratified by all thirteen states. Change was nearly impossible. The Congress had no power to tax the people or the states or to regulate trade. There were no national courts. Congress was left to talk. It could take little action of any kind.

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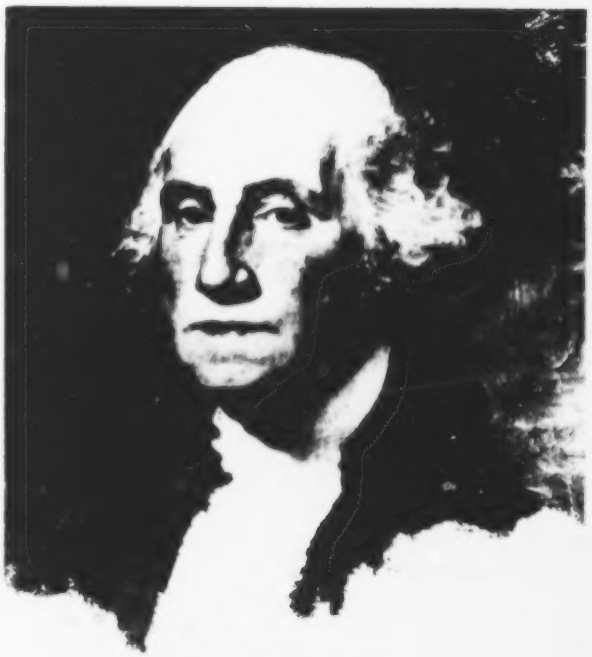
Moving Toward a Constitutional Convention

From the start, a few voices began to speak up for a better agreement. Many criticized the Congress for its lack of action. Others feared rebellion as groups protested the inability of the new government to meet its obligations. At Newburgh, New York, army officers gathered to complain of delayed pay, pensions, and allowances for food and clothing. Enlisted men demanding back pay stormed the State House in Philadelphia where Congress was meeting and forced them to flee to Princeton, New Jersey. Debt-ridden farmers in Massachusetts, led by Daniel Shays, marched on Boston to try to force the state to change its hard money policy. They were finally put down by the Massachusetts militia. State leaders began to realize that a more effective national government was urgently needed.

Alexander Hamilton had been speaking and writing on that subject for some time. James Madison had been working to gather a few states to talk about reforms. Gradually, with a meeting in Mount Vernon in 1785 on trade and a gathering at Annapolis in 1786, momentum for revising the Articles built up. Madison, Hamilton, and others worked closely together at Annapolis. The small group there produced an agreement to petition the Continental Congress to convene a meeting. Congress agreed and a date was set for such a gathering on the second Monday in May, 1787, to revise the Articles of Confederation.

Alexander Hamilton



George Washington

The Constitutional Convention

Twelve states sent fifty-five delegates to Philadelphia in May. Rhode Island never sent a representative and was the last to ratify the Constitution after it was drafted. The delegates met in closed secret session. Diaries kept that summer and Madison's private notes, published after his death in 1840, give us details of the debates and compromises that fashioned our Constitution.

With George Washington presiding, the delegates reached a "Great Compromise" on representation that was the basis for a union of the states. The House was to have one representative for each 30,000 people in the state, counting three-fifths of the slaves. In the Senate, each state was to have an equal vote.

During August committees worked on the details and style of the document and the Convention met to settle some issues. By September 17th the Constitution was ready for signatures. Only thirty-nine delegates signed. The summer of 1787 ended with great parades and celebrations for the new and stronger government. Other Americans were not pleased and resolved to oppose the Constitution. Months of debate followed between Federalists and Anti-Federalists, ending with the ratification of the Constitution in 1788.

On March 4, 1789, the old Congress put the new Constitution in effect and on April 30, 1789, George Washington was inaugurated in New York as the first President of the United States.

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Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

The Legislative Branch: Congress is organized and the powers and restraints concerning both houses are specified.

Article II

The Executive Branch: The office of President is set up and its powers, restraints, duties, and manner of election are stated.

Article III

The Judicial Branch: The judicial power of the United States and the restraints on such power are defined. Treason is also defined.

Article IV

The States: The power of the states is determined as well as the relation of the states and territories to the federal government.

Article V

The method of amending the Constitution is prescribed and the guarantee of equal representation of states in the United States Senate is given.

Article VI

The supremacy of the Constitution over state law, federal laws, and treaties is stated. A requirement is made that all national and state officials must pledge to uphold the Constitution, although no religious test can be required.

Article VII

The method for ratification of the Constitution by the states is given.

Amendments *(with year of ratification)*

I	Religious and political expression (1791)
II	Right to keep and bear arms (1791)
III	Unlawful quartering of soldiers in peace and war forbidden (1791)
IV	Unreasonable searches and seizures forbidden (1791)
V	Rights of persons accused of crimes (1791)
VI	Protection in criminal trials (1791)
VII	Jury trial in civil cases (1791)
VIII	Excessive bail or cruel and unusual punishment forbidden (1791)
IX	People's rights retained (1791)
X	Powers reserved to the states and to the people (1791)
XI	Suits against a state (1798)
XII	Procedure for election of President and Vice President (1804)
XIII	Slavery abolished (1865)
XIV	Rights of citizens, apportionment of representatives in Congress; guarantee of due process of law and equal protection of the laws (1868)
XV	The right to vote for former slaves (1870)
XVI	Income taxes (1913)
XVII	Direct election of senators (1913)
XVIII	Prohibition of intoxicating liquors (1919)
XIX	Women's right to vote (1920)
XX	Presidential and congressional terms of office (1933)
XXI	Repeal of the Eighteenth ("Prohibition") Amendment (1933)
XXII	Two-term limit for Presidents (1951)
XXIII	Provision of electors for the District of Columbia (1961)
XXIV	Abolition of the poll tax as voting requirement (1964)
XXV	Presidential disability and succession to office (1967)
XXVI	Voting age lowered to eighteen (1971)

Adapted from *American Government in the Twentieth Century*, Morristown, New Jersey: Silver Burdett, General Learning Corporation, 1973.

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The World Book Encyclopedia

This resource has an illustrated article on the Constitution which serves as an excellent introduction and overview for students. It includes a copy of the entire Constitution and has an index which will help readers find references to specific subjects covered in the document. The article also lists additional resources and questions for discussion. For a free reprint of the World Book article, write to World Book, Inc., Merchandise Mart Plaza, Station 99, Chicago, IL 60654, or contact your World Book representative. (Look in the yellow pages under "Encyclopedias.")

The resources listed here represent a small portion of the materials currently available. Teachers, project leaders, and students will find many excellent texts and reference books on the Constitution.

Resources from Organizations

American Bar Association

Write to Order Fulfillment, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60011, noting PC# for each item. For all ABA orders, add $1 for postage and handling up to $5. Add $2.50 for orders above $5. (No postage and handling charge for subscriptions.)

Update on Law-Related Education. Current issues focus on ideas and teaching strategies on the Constitution. *Grades 5-12.* $14.50 for ten-issue Constitution packet: PC# 738-0100. $10.50 for subscription (3 issues each year): PC# 738-2000.

Salute to the Constitution. 1985-1987. Newsletter with current information for educators/project leaders on bicentennial activities and resources, free upon request. *Grades K-12.*

WE THE PEOPLE Bicentennial Publications: *The Blessings of Liberty — Bicentennial Lectures at the National Archives.* $4.95. 468-0005.

A Handbook on Community Forums on the Constitution. $10. PC # 468-0011.

A Program Planning guide $5.00. PC # 4689-0006.

Resource Book and three colorful 17"×22" posters. $8.50. PC # 468-0010.

Speaking and Writing Truth: Community Forums on the First Amendment $4.95. PC # 468-0004

American Bar Foundation

Sources of Our Liberties — Documentary Origins of Individual Liberties in the United States Constitution and Bill of Rights, ed./Richard L. Perry. 1978. (American Bar Foundation, American Bar Center, 750 N. Lake Shore Drive, Chicago, IL 60611.) Contains English and American documents constituting the major legal sources of our individual liberties starting with the Magna Carta and ending with the Bill of Rights. Basic resource for teachers and secondary students. $7.50 plus $2.50 postage and handling charge.

American Historical Association

Bicentennial Essays on the Constitution. (American Historical Association, 400 A Street, S.E., Washington, DC 20003.) Pamphlets designed for advanced placement students and teachers by noted scholars on historical aspects of the Constitution. *Grades 8-12.* 5 available now, $5 each plus $1 for postage.

American Newspaper Publishers Association Foundation

The First Amendment: Free Speech and a Free Press, by Thomas Eveslage. Philadelphia: Thomas Eveslage, 1985. (School of Communications and Theater, Temple University, Philadelphia, PA 19122.) Soft-cover curriculum guide for high school teachers; with related court cases and resource listings included. *Grades 8-12.* $4.50.

American United Research Foundation

Religious Freedom in America: A Teacher's Guide, by Charles Haynes. Washington, DC: Americans United Research Foundation 1986. (900 Silver Springs Avenue, Silver Springs, MD 20910.) Background articles/resources for secondary teachers with material for teaching about religion and religious liberty in America. $2 for postage and handling.

Carl Vinson Institute of Law

An Introduction to Law in Georgia, by members of the Young Lawyers Division, State Bar of Georgia, ed./A. Blum and R. E. Taylor. 1985. (Carl Vinson Institute of Government, University of Georgia, Athens, GA 30605.) Part 3 — *Constitutional Protections*, focuses on the Constitution. *Grades 6-12.* $14.95.

Constitutional Rights Foundation

The Bill of Rights in Action. Newsletter addresses issues relating to the Bill of Rights. Resource for leaders and students. (Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005.) *Grades 8-12.* Write for a free subscription.

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American Album. History text links the people, events, eras, and issues in the American history curriculum to the Constitution and its place in American life. Activities/illustrations, *Grades 8-12.* #10341 AA Starter Edition, $12.50 ($1.50 for postage and handling); #10342 AA Class Set, $165; #10343 AA Student Edition, $5.50.

Jefferson Foundation

The Jefferson Meeting on the Constitution: The Constitution in the Classroom. (The Jefferson Foundation, 1529 18th St., N.W., Washington, DC 20036.) Teacher's guide to using the Jefferson meeting as an educational tool uses student involvement, first in small groups and then in general session debating specific topics. *Grades 8-12.* $12 for planning guide, 8 discussion guides @75¢, and $18 for a teacher's guide.

Law in a Changing Society

The Constitution. (Law in a Changing Society, c/o State Bar of Texas, P.O. Box 12487, Austin, TX 78711.) Supplemental teaching units for secondary social studies utilizing Law in a Changing Society materials. Units on the Constitution, Power (Federalism and the Separation of Powers), and the Supreme Court. *Grades 8-12.* $15, orders prepaid.

National Archives

16 *The Constitution: Evolution of a Government.* (Order from SIRS, Inc., P.O. Box 2507, Boca Raton, FL 33427.) 34 documents from the Archives/teachers guide with 20 classroom lessons (three reading levels). Units: The Making of the Constitution, The Beginning of a Government, The Evolution of a Constitutional Issue (First Amendment: Religious Freedom). *Grades 8-12.* $35.

Ordering the materials below from the National Archives and Records Service, Washington, DC 20408. Write for a listing of constitutional materials. Minimum order, $5. For orders up to $10, add $1.50 for handling; for orders from $10 to $50, add $3. See poster listings in this bibliography, too.

A More Perfect Union: The Creation of the United States Constitution. Chronicles the events in Philadelphia in 1787 leading up to the Constitution of the United States. Text and photographs of the Constitution. #216 $2.50.

The Formation of the Union: A Documentary History. Major events 1774-1791. From the first continental Congress through the adoption of the Bill of Rights. 38 original documents shown. # *260* $2.50.

Charters of Freedom. Booklet/basic documents #202 $1.

National Conference of Christians and Jews

U.S. Constitution Sign-On Information and Documents. (The National Council of Christians and Jews, Inc., 71 Fifth Avenue, Suite 1100, New York, NY 10003.) Materials for teacher workshops and classroom activities. Students "sign on" by putting their names on a special document with the Constitution on it. *Grades 1-12.* Contact local offices of NCCJ to get a kit/write to the national office above. Free.

Project '87 American Historical Association and the American Political Science Association

Lessons on the Constitution: Supplements to High School Courses in American History, Government and Civics, by John J. Patrick and Richard C. Remy. Social Science Education Consortium, Inc., and Project '87. 1985. (Order from SSEC, Inc., 855 Broadway, Boulder, CO 80302.) Teacher's resource, 302 pages, with 60 lessons for students/supplements to high school courses in civics, American history, and American government. *Grades 8-12.* $19.50.

Social Studies Development Center

Education on the Constitution in Secondary Schools — Teaching Strategies and Materials for the Bicentennial and Beyond, by John J. Patrick, Richard C. Remy, and Mary Jane Turner. 1986. (Social Studies Development Center, Indiana University, 2805 E. Tenth Street, Bloomington, IN 47405) Overview for educators of the Constitution in the curriculum/bicentennial programs and materials/lessons and strategies for the classroom. $10 plus $2 for postage and handling.

Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics by John Patrick, Richard Remy and Mary Jane Turner. 1987. Guide to teaching *The Federalist Papers* in the secondary schools, focusing on perennial issues of constitutional government, and developing reasons for a commitment to the values of constitutional government. 10 lessons, selections from *The Federalist Papers,* bibliography. *Grades 8-12.* $10 plus $2 for postage and handling, order from address above.

Supreme Court Historical Society

Equal Justice Under Law: The Supreme Court in American Life, by M. Harrell and B. Anderson. *Instructor's Guide to Equal Justice Under Law,* by Isidore Starr, *et al.* Washington, DC: The Supreme Court Historical Society in cooperation with the National Georgraphic Society. 1982. (Supreme Court Historical Society, 1511 K Street, N.W., Washington, DC 20005.) Student book for junior/senior high school students. Instructor's guide. *Grades 8-12.* $2.50 each.

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The Taft Institute

Constitutional Government in the American Setting, by Richard H. Leach. Washington, DC: The Taft Institute. 1985. (The Taft Institute for Two-Party Government, 420 Lexington Ave., New York, NY 10170.) Description of the American constitutional system/philosophical background/Constitution/time-line. *Grades 5-12.* $6 plus $1.50 for postage.

Television — Report by Action for Children's Television

Television, Children and the Constitutional Bicentennial, ed. Peggy Charren and Carol Hulsizer. Cambridge, MA: Action for Children's Television. 1986. (Action for Children's Television, 20 University Road, Cambridge, MA 02138.) TV programming ideas for the bicentennial for educators: planned programs/organizations to contact/books and films. $10.

University of North Dakota

History and Contents of the Constitution of the United States, by R.E. Pynn, L.B. Ohmdahl, and P.A. Harmeson. 1986. (Bureau of Governmental Affairs, University of North Dakota, Grand Forks, ND 58202.) Resource for 11th and 12th graders: historical background/analysis of the Constitution/copies of basic documents. Request teacher's guide. *Grades 11-12.* $3.95 plus mailing costs.

Background Reading on the Constitution

This is a selected list of titles. Your school or local library will have more biographies and histories relating to historical sources, the Constitution, the founders, and the period.

Bowen, Catherine Drinker. *Miracle in Philadelphia: The Story of the Constitutional Convention, May to September 1787.* Boston: Atlantic Monthly Press. 1986. (8 Arlington Street, Boston, MA 02116.) Reissue of a readable narrative of the creation of the Constitution. *Grades 8-12.* $8.95.

Bye, Thomas. *Our Constitution: A Working Plan for Democracy.* Dennis Binkley. *Great Documents that Shape American Freedoms.* Hayward, CA. Janus Book Publishers. 1986 (2501 Industrial Parkway W., Hayward, CA 94545.) For older students with learning, reading, and language problems/useful for lower grades as a special unit/enrichment material — 8 units/short scenarios relating a major concept to the student's life/vocabulary exercises/lessons/unit reviews. *Great Documents*/related exercises/reviews (documents as written). Use alone or with text above. Reading level — 4.0. $18.90 for both books.

Currie, David P., Joyce Stevos, John Patrick, and Richard Remy. *The Constitution.* Glenview, Illinois: Scott Foresman. 1985. (1900 East Lake Avenue, Glenview, IL 60025.) Useful text on the Constitution with background information, annotations, glossary/teacher's handbook with lesson plans, Project '87 lessons, and a Constitution test. *Grades 7-12.* Text — $5.41, teacher's handbook $2.86, add 6% for postage and handling.

Farrand, Max. *The Framing of the Constitution of the United States.* New Haven: Yale University Press. 1913. (302 Temple Street, New Haven, CT 06520.) Short classic account of the Constitutional Convention from Madison's notes and other sources. *Grades 8-12.* $8.95.

Feinberg, Barbara Silberdick. *The Constitution — Yesterday, Today and Tomorrow.* New York: Scholastic, Inc. 1986. (Scholastic Text Division, 2931 E. McCarty St., P.O. Box 7502, Jefferson City, MO 65102.) This supplementary text shows that the Constitution began as an experiment in self-government which has continued for 200 years, changing with the times. It covers the addition of the Bill of Rights, amendments, and the interpretation process. Full text of the Constitution/review activities/glossary. *Grades 6-9.* Cat. #34771 $4.95. Cat. #34772 $3.95 each (for orders of 20 or more).

Fink, Sam. Illustrator and inscriber for: *The Constitution of the United States of America.* New York: Random House. 1986. (201 E. 50 St., New York, NY 10022.) A large artistic volume containing the complete Constitution. Imaginative pictures illustrate each article and amendment of the Constitution on separate pages. This pictorial version of the Constitution makes it easy to view as a document with distinct provisions. *All grades.* $25.

Hamilton, Alexander, James Madison, and John Jay. *The Federalist Papers*, ed. with an introduction by Roy T. Fairfield. Baltimore: John Hopkins Press. 1981. The important original arguments for the ratification of the Constitution, published anonymously as "letters" to the public starting in October, 1787. *Grades 8-12.* $7.95.

Hilton, Suzanne. *We the People: The Way We Were — 1783-1793.* Philadelphia: Westminster. 1981. (925 Chestnut Street, Philadelphia, PA 19107.) Surveys the way that young people lived during the first ten years of independence. Read-aloud and background material. *Grades 4-8.* $12.95.

Levy, Leonard. *Encyclopedia of the American Constitution.* New York: MacMillan. 1986. (866 Third Avenue, New York, NY 10022.) Four-volume reference on all aspects of the Constitution. *Grades 8-adult.* $320 plus $6 shipping.

Lockwood, Alan L. and Harris, David E. *Reasoning with Democratic Values: Ethical Problems in United States History.* Teachers College Press. 1985. (1234 Amsterdam Avenue, New York, NY 10027.) books for secondary school students with readings on historical events and ethical dilemmas relating to democratic values. *Grades 7-12.* Vol. 1 #6094-3 $8.95, Vol. 2 #6095-1 $11.95, Teacher's Manual #1601-X, $11.95.

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Morris, Richard B. *The American Revolution, The Constitution, The Founding of the Republic, The Indian Wars,* and *The War of 1812.* Minneapolis: Lerner Publication Company, 1986. (241 First Avenue North, Minneapolis, MN 55401.) History books for young people dealing with the founding period. The volume on the Constitution contains a simplified Constitution, historical background information. Reading level for middle/junior high school students. *Grades 4-8.* $8.95 each.

Morris, Richard. *The Framing of the Constitution.* Washington, DC: U.S. Department of the Interior. 1986. (Order from Eastern National Park and Monument Association, 313 Walnut Street, Philadelphia, PA 19106.) Along with the Constitution, this book summarizes the framing of the Constitution/outlines the background of the times/describes the delegates/highlights the issues they faced/covers the battle for ratification. *Grades 7-12.* $4.75.

Morris, Richard B. *Witnesses at the Creation: Hamilton, Madison, Jay and the Constitution.* New York: Holt Rinehart and Winston, 1985. (383 Madison Avenue, New York, NY 10017.) A description of how the Federalist Papers were written and used to promote ratification of the Constitution. *Grades 7-12.* $16.95

Peck, Robert S. *We the People — The Constitution in American Life.* New York: Abrams, 1987. (Harry N. Abrams, Inc., 100 Fifth Ave., New York, NY 10011.) This companion volume to the PBS series of the same name focuses on how contemporary constitutional debates echo debates of the past. *Grades 7-adult.* $29.95.

Rodell, Fred. *55 Men: The Story of the Constitution.* Harrisburg, PA: Stackpole Books, 1986. (P.O. Box 1831, Harrisburg, PA 17108.) Reissue of a readable account of the men who attended the Constitutional Convention written for the 150 anniversary of the signing of the Constitution. *Grades 8-adult.* $12.95.

Storing, Herbert J., *What the Antifederalists Were For.* Chicago: University of Chicago Press, 1984. (5001 S. Ellis Avenue, Chicago, IL 60637.) An introduction to the political thought of the opponents of the Constitution. *Grades 10-adult.* $6.95.

Posters, Exhibits, and Special Materials

Constitution Poster Triptych. Children's Book Council. (For information, send a self-addressed, stamped [22¢] #10 envelope. 67 Irving Place, New York, NY 10003.) Full-color poster exhibit with a center poster, 17″×22″, depicting American literacy figures; two side posters, 11″×17″, features proponents of civil liberties and human rights and expatriates who came to America for individual freedom. $27.50.

Constitutional Materials. Commission on the Bicentennial of the United States Constitution. (The Resource Center, 736 Jackson Place, NW, Washington, DC 20503.) Bicentennial calendar notes important events and chronicles the bicentennial year. $1.50. Pocket-sized Constitutions available in packets of 50 or more for $.15 each.

Friends of Independence National Historic Park. *We the People, Commemorative Bicentennial Posters:* 1986. (Write for brochure. 313 Walnut Street, Philadelphia, PA 19106.) Posters with colorful designs. $8 each.

Friends of Independence Hall. *Fifty-Five Biography Cards.* 1986. (Eastern National Park and Monument Association, 313 Walnut St., Philadelphia, PA 19106.) Set of "trading cards" depicting the delegates to the Constitutional Convention. The face of each card shows a picture of the delegate/reverse has information on his place in history and his votes at the Convention. $6.50 for a set of cards, $3.50 for a poster of all, $2.75 for a map of Philadelphia in 1787.

The Mini Page. (Send checks or money orders to Andrews, McMeel & Parker, P.O. Box 419150, Kansas City, MO 64141. 4-6 week delivery.) *The Signers of the Constitution Poster.* 22″×28″ poster illustrated with the Preamble to the Constitution/portraits and signatures of the men who signed it. Grades 1-12. $2.50 plus 75 cents postage and handling for each poster.

National Archives. *" 'Tis Done! We Have Become a Nation!"* (National Archives Exhibit, Dept. 505, Room G-1, Washington, DC 20408.) Set of 20 posters, each 31″×33″, made from original documents in holdings of the National Archives starting with the Declaration of Independence and moving on to the Bill of Rights. Brief captions explain the significance of each poster. Suggestions for use are included. $50 plus $3 for shipping and handling.

Declaration of Independence 34″×43″ #6302 $2.

Constitution of the United States 31″×38″ #6301 $2.

Bill of Rights 31″×33″ #6303 $2.

Charters of Freedom. Booklet/documents listed above. #202 $1.

Pennsylvania Humanities Council. *The Leaders of the 1787 Constitutional Convention.* 1986. (401 N. Broad St., Suite 818, Philadelphia, PA 19108.) Set of 25 black and white portraits of the leaders at the Convention drawn by Leonard Baskin. Teacher's guide with historical background and classroom strategies. $20 plus $5 for shipping.

Project '87. *"The Blessings of Liberty" — An Exhibit for the Bicentennial of the Constitution.* 1986. (Project '87, 1527 New Hampshire Ave., NW, Washington, DC 20036.) Twelve full color poster panels, 22″×36″, on the framing of the United States Constitution. Three posters each for: *Leading Up to the Constitution, The Creation of the Constitution,* and *The Enduring Constitution.* Teacher's guide provided. $70 per exhibit, including postage; $110 per mounted, free-standing exhibit, including postage.

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Below is a list of law-related education (LRE) leaders who can direct you to programs and resources in their state. For a more complete listing of LRE projects, contact the ABA Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611, 312/988-5725.

Alabama
William Campbell, Administrator, Office of the Courts, 817 South Court Street, Montgomery, AL 36130, 205/834-7990

Alaska
Doug Phillips, Anchorage School District, Social Studies Curriculum Specialist, 2905 Lake Otis Parkway, Anchorage, AK 99508, 907/272-0558

Arizona
Ellie Sbragia, Director, Arizona Center for Law-Related Education, 363 North First Avenue, Phoenix, AZ 85003, 602/254-9163

Isidore Starr, 6043 E. Harvard Street, Scottsdale, AZ 85257, 602/945-6127

Arkansas
Becky Thompson, Director, Criminal Law Education for Arkansas Schools, Attorney General's Office, 201 E. Markham, Heritage West Building, Little Rock, AR 72201, 501/371-2007

California
Vivian Monroe, Executive Director, Todd Clark, Education Director, Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, 213/487-5590

Charles N. Quigley, Executive Director, Center for Civic Education, 5115 Douglas Fir Road, Calabasas, CA 91302, 818/340-9320

Colorado
James Giese, Executive Director, Social Science Education Consortiuum, 855 Broadway, Boulder, CO 80302, 303/492-8154

Connecticut
Denise Wright Merrill, State Dept. of Education, 165 Capitol Avenue, Hartford, CT 06106, 203/566-5871

Delaware
Duane Werb, Director, Street Law Project, Delaware Law School, 916 West 23rd Street, Wilmington, DE 19802, 302/656-9278

District of Columbia
Jason Newman, Ed O'Brien and Lee Arbetman, National Institute for Citizen Education in the Law, 25 E Street, N.W., Ste. 400, Washington, DC 20001, 202/662-9620

Florida
Ron Cold, Coordinator, Law Education, Dade County Public Schools, 1450 N.E. 2nd Avenue, Room 933, Miami, FL 33132, 305/376-1951

Annette Boyd Pitts, Florida Law-Related Education Project, Florida Supreme Court Building, Tallahassee, FL 32301, 904/681-6150

Georgia
Ann Blum, Carl Vinson Institute of Government, University of Georgia, Terrell Hall, Athens, GA 30602, 404/542-6223

Patricia Van Decar, Georgia Southern College, Department of Elementary Education, Landrum Box 8083, Statesboro, GA 30458, 912/681-5122

Hawaii
Elaine M. Takenaka, Education Specialist, O1S, Social Studies, Department of Education, 189 Lunalilo Home Road, Honolulu, HI 96825, 808/395-8573

Idaho
Lamont Lyons, Associate Dean, Boise State University, 1910 University Drive, Boise, ID 83725, 208/385-1611

Diane Minnick, Idaho Law Foundation, P.O. Box 895, Boise, ID 83701, 208/342-8958

Illinois
Charlotte C. Anderson, Special Committee on Youth Education for Citizenship, American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611, 312/988-5725

Carolyn Pereira, Constitutional Rights Foundation, 220 South State Street, Suite 730, Chicago, IL 60604, 312/663-9057

Donna Hedborn, Assistant Staff Liaison, Committee on Law-Related Education for the Public, Illinois State Bar Assn., Illinois Bar Center, 424 S. Second Street, Springfield, IL 62701, 217/525-1760

Indiana
William G. Baker, Chairman, Governor's Task Force on Citizenship Education, 1722 D South Memorial Drive, New Castle, IN 47362, 317/529-9620

Connie S. Garriott Yeaton, Director, Indiana LRE Project, 3377 Woodland Place, Columbus, IN 47203, 812/372-1866

Iowa
Barbara Durden Romar, Iowa Center for Law-Related Education, Drake Law School, Drake University, Des Moines, IA 50311, 515/271-2824

Steve Rose, University of N. Iowa, Price Lab. School 255D, Cedar Falls, IA 50614, 319/273-2055

Kansas
Richard D. Leighty, State Department of Education, Educational Assistance Section, 120 East Tenth, Topeka, KS 66612-1103, 913/296-7282

Kentucky
Bruce Bonar, Associate Director, Model Laboratory School, Eastern Kentucky University, Richmond, KY 40475, 606/622-1033

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Louisiana
William Miller, Social Studies Section, Bureau of Secondary Education, State Department of Education, 626 North Fourth Street, P.O. Box 94064, Baton Rouge, LA 70804-9064, 504/342-1136

Maine
Virginia Wilder Cross, Public Affairs Director, Maine State Bar Assn., 124 State Street, Augusta, ME 04330, 207/622-7523

Maryland
Ellery "Rick" Miller, Jr., Director, Citizenship/Law Related Education, Program for the Schools of MD, UMBC/MP 007, 5401 Wilkens Avenue, Baltimore, MD 21228, 301/455-3239

Robert Redding, Executive Vice President, Phi Alpha Delta Public Service Center, 7315 Wisconsin Avenue, Bethesda, MD 20814, 301/961-8985

Massachusetts
Robert Clayman, Coordinator of Law-Related Education, District Court of Massachusetts, Massachusetts Supreme Ct., Holyoke Building, Holyoke Sq., Salem, MA 01970, 617/745-9010

Ronny Sydney, Law-Related Education Coordinator, Massachusetts Bar Association, 20 West Street, Boston, MA 02111, 617/542-3602

Michigan
Linda Start, Michigan Law-Related Education Project, Oakland Schools, 2100 Pontiac Lake Road, Pontaic, MI 48054, 313/858-1947

Minnesota
Jennifer Bloom, Minnesota Center for Community Legal Education, Hamline School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104, 612/641-2411

Mississippi
Nancy I. Brown, Mississippi State Department of Education, 1304 Walter Sillers Bldg., 550 High Street, Jackson, MS 39205-0771, 601/359-3768

Linda Moore, Program Director, Mississippi State Bar, P.O. Box 2168, Jackson, MS 39205, 601/948-4471

Missouri
Christopher C. Janko, LRE Field Director, The Missouri Bar, P.O. Box 119, Jefferson City, MO 65102, 314/635-4128

Steve Jenkins, Director, Resource Center for Law-Related Education, Bar Association of Metropolitan St. Louis, One Mercantile Center, Suite 3600, St. Louis, MO 62298, 314/421-4134

Linda Riekes, Director, LRE Unit, St. Louis Public Schools, 5183 Raymond, St. Louis, MO 63112, 314/361-5500

Montana
Rick Bartos, Asst. Superintendent/Attorney, Room 106, State Capitol, Helena, MT 59620, 406/444-4402

Nebraska
Wayne Kunz, Nebraska State Bar Assn., 635 South 14th Street, Lincoln, NE 68508, 402/475-7091

Janet Hammer, Mock Trial Coordinator, Administrative Assistant to the Court Administrator, 1220 State Capitol, Lincoln, NE 68509, 402/471-2643

Nevada
Jim Bean, President, Jim Bean Consulting Associates, 311 Roop Street, Carson City, NV 89702, 702/883-9360

New Hampshire
Carter B. Hart, Jr., Social Studies Consultant, State Department of Education, 64 North Main Street, Concord, NH 03301, 603/271-3604

Gail Kinney, Executive Director, New Hampshire Bar Association, 18 Centre Street, Concord, NH 03301, 603/224-6942

New Jersey
Katherine Wallin, Institute for Political and Legal Education, Education Information and Resource Center 207 Delsea Drive, R.D. #4, Box 209, Sewell, NJ 08080, 609/228-6000

Sheree Romanoff, Assoc. Director of Communications, New Jersey State Bar Association, 172 W. State Street, Trenton, NJ 08608, 609/394-1101

New Mexico
Don Westervelt, Director, New Mexico LRE Project, State Bar of New Mexico Foundation, 1605 Carlisle, NE, Albuquerque, NM 87110, 505/265-1797

New York
James J. Carroll, Director, Project LEGAL, 205 South Main Street, North Syracuse, NY 13212, 315/470-3259

Eric S. Mondschein, Director, Law, Youth & Citizenship Program, New York State Bar Association, One Elk Street, Albany, NY 12207, 518/474-1460

Tom O'Donnell, Director, Project P.A.T.C.H., Laurel Hill Road, Northport, NY 11768, 516/261-9000

North Carolina
Doug Robertson, Citizenship Education, Division of Social Studies, North Carolina Department of Public Instruction, Education Building, Room 255, Raleigh, NC 27603-1712, 919/733-3829

Julie Van Camp, Executive Director, Center for Research and Development in Law-Related Education, Wake Forest University School of Law, P.O. Box 7206, Reynolda Station, Winston-Salem, NC 27109, 919/761-5434

North Dakota
Penny Barry, Director of Communications, State Bar Association of North Dakota, P.O. Box 2136, Bismarck, ND 58502, 701/255-1404

Patricia Herbel, Director of Elementary Education, Department of Public Instruction, State Capitol, Bismarck, ND 58505, 701/224-2488

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Ohio
Beverly Clark, Consultant Teacher, Elementary Law-Related Education Program, Office of Social Studies, Cleveland City School District, 6900 Harvard Avenue, Cleveland, OH 44105, 216/475-6408 or 441-8000

Elisabeth Dreyfuss, Street Law Director, Cleveland State University, College of Law, Cleveland, OH 44115, 216/687-2352

David Naylor, Executive Director, Center for I - Related Education, 608 Teachers College, University of Cincinnati, Cincinnati, OH 45221, 513/475-3562

Oklahoma
Charles Butler, Director, Law-Citizenship Project, University of Oklahoma, College of Education, 820 Van Vleet Oval, Norman, OK 73019, 405/325-1081

Barbara E. Poarch, Director, Oklahoma Mock Trials, 1312 Greenbriar Drive, Norman, OK 73072, 405/360-2328

Oregon
Marilyn R. Cover, Director, Oregon Law-Related Education Project, Lewis & Clark Law School, 10015 S.W. Terwilliger Blvd., Portland, OR 97219, 503/244-1181

Pennsylvania
Beth E. Farnbach, Executive Director, Temple-LEAP (Law, Education & Participation), Temple University School of Law, 1719 North Broad Street, Philadelphia, PA 19122, 215/787-8948

Rhode Island
Mary Parella, Associate Director, University of Rhode Island, Ocean State Center for Law and Citizenship Education, 22 Hayes Street, Providence, RI 02908, 401/277-3982

Judith St. Thomas, Director, Rhode Island Legal/Educational Partnership Program, 22 Hayes Street, Providence, RI 02908, 401/277-6831

Joyce L. Stevos, Social Studies Area Supervisor, Providence School Department, 211 Veazie Street, Providence, RI 02904, 401/456-9259

South Carolina
Elizabeth Chorak, South Carolina Department of Youth Services, 316-B South Lake Drive, Lexington, SC 29072, 803/359-2543

Jack Hanna, Project Director, Ways of the Law, South Carolina Bar, P.O. Box 11039, Columbia, SC 29211, 803/799-6653

South Dakota
Marvin Scholten, Director, South Dakota Law-Related Education, 112 14th Avenue S., Brookings, SD 57006, 605/692-4498

Tennessee
Gary Hunt, Associate Executive Director, Tennessee Bar Association, 3622 West End Avenue, Nashville, TN 37205, 615/383-7421

Dorothy J. Skeel, Director, Peabody Center for Economic and Social Studies Education, Vanderbilt University, 320 Peabody, Nashville, TN 37203, 615/322-8090

Texas
Hope Lochridge, Law-Related Education, State Bar of Texas, P.O. Box 12487, Austin, TX 78711, 512/463-1388

Utah
Nancy N. Mathews, Utah Law-Related Education Project, Utah State Office of Education, 250 East Fifth South, Salt Lake City, UT 84111, 801/533-5891

Vermont
James Lengel, Deputy Commissioner of Education, Vermont Department of Education, Montpelier, VT 05602, 802/828-3121

Virginia
Joseph O'Brien, Director, Virginia Institute for Law and Citizenship Studies, Oliver Hall South, Virginia Commonwealth University, 1015 West Main Street, Richmond, VA 23284, 804/257-1322

Washington
Robin C. Anderson, Today's Constitution and You, Metrocenter YMCA, 909 Fourth Avenue, Seattle, WA 98104, 206/382-5013

Cheri L. Brennan, Assistant Public Affairs Manager, Washington State Bar Association, 505 Madison Street, Seattle, WA 98104, 206/622-6054

Peter J. Hovenier, Project Director, Washington Center for Law-Focused Education, Western Washington State College, Miller Hall 306B, Bellingham, WA 98225, 206/676-3327

West Virginia
F. Witcher McCullough, West Virginia Bar Association, P.O. Box 346, Charleston, WV 25322, 304/342-1474

Wisconsin
H. Michael Hartoonian, Social Studies Supervisor, Wisconsin Department of Public Instruction, 125 South Webster Street, Box 7841, Madison, WI 53707, 608/267-9273

Cathy Balliett, Program Coordinator, Wisconsin Bar Foundation, P.O. Box 7158, Madison, WI 53707, 608/257-3838

Elmer A. Winters, Director, Law-Related Education Program, University of Wisconsin-Eau Claire, Department of Foundations of Education, Eau Claire, WI 54702-4004, 715/836-4548

Wyoming
Robert C. Points, Director, Wyoming Law-Related Education Project, College of Education, University of Wyoming, Laramie, WY 82071, 307/766-5279

Mary E. Senkewicz, Executive Director, Wyoming State Bar, P.O. Box 109, Cheyenne, WY 82003, 317/632-9061

Scene at the Signing of the United States Constitution

Signers of the Constitution

Signers included the secretary, William Jackson; and John Dickinson of Delaware, who was absent but had another delegate sign for him.

1. George Washington
2. Benjamin Franklin
3. James Madison, Jr.
4. Alexander Hamilton
5. Gouverneur Morris
6. Robert Morris
7. James Wilson
8. Charles C. Pinckney
9. Charles Pinckney
10. John Rutledge
11. Pierce Butler
12. Roger Sherman
13. William S. Johnson
14. James McHenry
15. George Read
16. Richard Bassett
17. Richard D. Spaight
18. William Blount
19. Hugh Williamson
20. Dan of St. Thomas Jenifer
21. Rufus King
22. Nathaniel Gorham
23. Jonathan Dayton
24. Daniel Carroll
25. William Few
26. Abraham Baldwin
27. John Langdon
28. Nicholas Gilman
29. William Livingston
30. William Paterson
31. Thomas Mifflin
32. George Clymer
33. Thomas FitzSimons
34. Jared Ingersoll
35. Gunning Bedford, Jr.
36. Jacob Broom
37. John Dickinson
38. John Blair
39. David Brearley
40. William Jackson